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HONDURAS

MIDEH PROJECT 2011-2016

QUARTERLY REPORT
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Acronyms

AIR	American Institutes for Research
AMHON	Honduran National Association of Municipalities
AMO	Association of Municipalities of Olancho
AOR	Agreement Officer's Representative
ASONOG	Association of NGOs
CETT	Centers for Excellence in Teacher Training
COMDE	Consejo Municipal de Desarrollo Educativo (Municipal Committee for Educational Development)
COP	Chief of Party
COPRUMH	Colegio Profesional Union Magisterial de Honduras (Professional Association of the Teachers Union of Honduras)
CSO	Civil Society Organization
DCNB	Diseño Curricular Nacional Básico (National Basic Curriculum)
DIGECE	Dirección General de Evaluación de la Calidad de la Educación
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EQUIP	Educational Quality Improvement Program
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro Andreu
GOH	Government of Honduras
GSC	Grupo de Sociedad Civil
IDP	American Institutes for Research International Development Program
INICE	Instituto de Investigación y Capacitación Educativa
M&E	Monitoring and Evaluation
MIDEH	Mejorando el Impacto al Desempeño Estudiantil de Honduras (Honduras Improving Student Achievement Project)
MOE	Ministry of Education
NGO	Non-Governmental Organization
PIER	Pro-Integración Educativa Roatán (Partners for Education Roatán)
SE	Secretaría de Educación
SBE	Standards-Based Education
STTA	Short-Term Technical Assistance
TCP	Teacher-Citizen Participation Project - EducAcción
TH	Transformemos Honduras
UMCE	Unidad de Medición de la Calidad de la Educación
UNAH	Universidad Nacional Autónoma de Honduras
UPN/UPNFM	La Universidad Pedagógica Nacional Francisco Morazán
USAID	United States Agency for International Development

I. Project Summary Update

During this quarter, the USAID Honduras Improving Student Performance Project (MIDEH Project) achieved broad socialization of the 2012 evaluation results among school directors and classroom teachers, as well as members of civil society and communities. A major breakthrough occurred with the acceptance by the board of directors of one of the largest teacher unions to dialogue with the Project on education reforms in the context of the 2012 evaluation results.

Additionally, technical tasks in preparation for the 2013 evaluation accelerated this quarter, and an additional sub-grant award and two applications approved in this period expand the reach of the Project to additional priority municipalities. The sustainability of standards-based reforms is moving forward with emphasis on building a cadre of committed teachers, Honduran professionals, and civil society members to continue reforms beyond the end of the MIDEH Project.

The major accomplishments of MIDEH Project this quarter were:

- Supported teacher leaders in a successful replication of socialization and training in the use of 2012 test results for school level planning and improvements in classroom instruction. The trainers formed by the MIDEH Project delivered training to 868 teachers this quarter. The Project also trained faculty of the normal schools in Tela, Santa Rosa de Copan, Gracias and Santa Barbara who replicated the training on DCNB materials and evaluation for 668 third year students.
- Coordinated with the SE on tasks leading up to the 2013 end of grade tests. A key activity this period was to validate new test items and replenish the item bank. In order to validate the items that will be used to construct the 2013 end-of-grade tests, the SE/DIGECE and the MIDEH Project conducted a pilot in more than 20 schools in Francisco Morazán. An estimated 14,000 students in grades 2-10 took part in the pilot process.
- Initiated a second graduate certificate program in student performance evaluation which has drawn strong participation by faculty from the UPN and two teacher union leaders.
- Awarded a sub-grant to Partners in Education Roatán (PIER) and made the first disbursement, and approved applications for sub-grants covering priority municipalities with critical indicators in western and southern Honduras.
- Achieved a productive dialogue with the board of directors of the COPRUMH teachers union, who have requested training for 80 teacher leaders as a first step to replicate MIDEH Project's methodology for training in use of DCNB materials and analysis of education statistics and evaluation results.
- Accrued estimated cumulative expenditures of \$3,484,520 through June 30, 2013 and documented cumulative cost share of \$597,320.

II. Education Sector Context

Tensions Continue between the SE and Teacher Union Leaders. The Minister has not been deterred in asserting greater control over the public school system, although the courts have reversed some important SE administrative actions. The SE had to reinstate four union leaders who had been dismissed for exceeding the time period allowed for secondment to union positions; eleven Departmental Directors who had been accused of acts of corruption and mismanagement were also reinstated by court order. The SE was forced to resume deductions from teacher payrolls for loan payments to union-controlled financial institutions. Despite these setbacks, union influence has fallen as rank and file members see more evidence that some union leaders have taken advantage of their positions to advance their own personal interests.

Calls for teacher strikes have been less successful since sanctions are applied by the SE for unauthorized absences. The teacher unions declared June 28 a national holiday for all middle and high schools for the fourth anniversary of the 2009 coup d'état, but, due to pressure from the SE, school closures were extremely limited. A media report on June 28 quoted the SE and Transformemos Honduras as calculating that 118 class days had been completed mid-way through the school year (with only 2 lost days); therefore there is strong potential to exceed 200 class days this year.

Evaluation Extends to Private Bilingual School Students and Public School Teachers

The SE had previously announced that private bilingual school students would be given the 2012 end of grade tests in February but the date was moved to May 9. Some 450 schools that operate on a September to June calendar participated in the evaluation. The Association of Private Schools protested the application of the test to their students, who are instructed in English, and argued other factors that the Association felt would prejudice the results of the tests. The SE countered that all schools, public or private, are required to teach the DCNB content.

The SE planned teacher evaluations with the intention of applying the tests by internet during the week of June 24-29. The subjects covered were Pedagogy, Spanish, and Mathematics. Teacher evaluation provoked another round in the power struggle between the SE and teacher unions. The testing was postponed to July when they were completed by a high percentage of the estimated 55,000 teachers, according to SE statements to the media.

Student Grading and Promotion

The student grading and promotion policies nationwide changed through a Ministerial Decree published in the official Gaceta on May 17, 2013. The SE established that periodic evaluations (formative evaluations) should be used to correct, level, and help students through remedial learning rather than waiting until the end of the school year. Some viewed the end of year remedial classes simply as an income incentive for teachers. Now the remedial classes must be free to the students both in private and public schools. Starting in 2014, students will have to obtain 70% to pass a subject and to be promoted to the next grade rather than the current 60% minimum. First graders who do not pass with 70% will automatically be promoted to second grade, with remedial efforts in second grade to help them achieve the required level of skills.

III. Major Activities Implemented and Progress towards Results

Activities are reported here in line with the Annual Work Plan for 2012 as approved by USAID.

Program Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened

Activity 1.1 DCNB, Aligned Educational Materials, and School Administered Tests; and Activity 1.2 System-Wide External Summative Tests

Continued Socialization of 2012 Evaluation Results and Training.

The major effort to replicate training on formative tests and socialization of 2012 test results continued this quarter with MIDEH Project sponsorship of workshops for 2070 participants (1700 persons trained a minimum of 16 hours, and 370 persons for 8 hours) including pre-service and in-service teachers, education officials, and civil society representatives. Training described here also contributed to Result 2 objectives. Appendix A provides the training data in tabular form as requested by USAID.

The workshops focus on developing a culture of evaluation in Honduras based on content standards, aligned materials, and strategic planning for education improvements at the local level based on school tests results. This same theme served to open dialogue with the leaders of the COPRUMH teacher union and to introduce MIDEH Project activities to them. In a small group session with the Board of Directors of COPRUMH, the DCOP and Training Coordinator of the MIDEH Project presented the results of the 2012 tests, explained the Project methodologies for training teachers, discussed the sub-grants component, and brainstormed with the union leaders on strategies to improve the quality of education with the active participation of the union membership. COPRUMH has about 27,000 member teachers and in the past has criticized evaluations and reforms.

Test Development and Psychometrics Support. The MIDEH Project and SE/DIGECE director are coordinating work for the development of the 2013 tests guided by a detailed timeline which shows critical tasks and dates, to ensure an assessment with adequate psychometric properties.

Last quarter over 2,000 new items in 86 formats for grades 2-10 were developed to replenish the item bank. These items were diagrammed in April and May to be ready for validation testing in the month of June. The SE and MIDEH Project conducted a pilot to validate test items in over 20 schools with an estimated 14,000 students from grades 2-10 participating. The item statistics are being analyzed with psychometric support from AIR home office experts so to ensure the highest quality for the 2013 operational tests. Staff from DIGECE participated in the validation process as supervisors, which helped to reinforce the identity of the tests as an SE product.

In mid-June, the senior advisor to the Minister, Dr. J. Miguel Perez, confirmed that the Common Fund donors had approved HNL 5 million for the 2013 sample-based end of grade tests. The MIDEH Project was not consulted in the preparation of the SE's Annual Work Plan (POA) budget presented to the overall MERECE donor group; we have requested details on what the SE and Common Fund donors assumed would be the MIDEH Project role. The Project offered technical assistance to develop the test instruments and application handbooks, results analysis and report production. It is expected that the SE will take the lead on the logistics of the sample-based testing and financial management of the Common Fund resources while the MIDEH Project will provide extensive technical assistance, accompaniment, and oversight to ensure the quality, integrity and security of the 2013 sample-based tests.

Result 1 Monitoring

MIDEH Project Result 1 targets related to student academic performance are measured on an annual basis. The indicator tables contained in Appendix A present the 2012 results for three standard USAID indicators on student performance. Though not within the Project's management control, we report on two national context indicators on an annual basis – desertion and repetition. The Project monitors the use of DCNB materials by classroom teachers also under our Result 1.

Program Result 2: Institutionalizing Educational Quality Inputs

Activity 2.1 Transferring Technical Capacity to National Institutions; and Activity 2.2 Financial and Technical Sustainability

Drawing on its experience in leading the 2012 end of grade census test application, SE/DIGECE administered standardized tests in 450 private bilingual schools nationwide on May 9, 2013 with its own test administrators and supervisors. SE/DIGECE also developed test instruments to evaluate teachers in three areas: Pedagogy, Spanish and Mathematics, demonstrating SE confidence in its technical capacity to manage teacher evaluations. It is expected that the MIDEH Project role in the 2013 end of grade evaluation will be focused on technical assistance and quality assurance for test development and results analysis. The logistics and financing of test administration, and processing of completed tests for the sample should be the responsibility of the SE.

Close collaboration and transfer of technical knowledge and skills from the MIDEH Project to the SE will be facilitated by the recent assignment to the Project of a modest space in the same building as SE/DIGECE. In June the space was used for the packing of the pilot validation tests, distribution, reception of the completed tests, and processing. The MIDEH Project will prepare the space for five of our technical staff to be assigned there and the DCOP to rotate between the current office and the SE office. We have asked the SE to assign the Project an adjoining space when it becomes available, which would then make it possible for the entire MIDEH staff to locate in the SE. Co-location will speed the integration of MIDEH Project activities into national counterpart institutions as was proposed in the design of the Project.

Though the implementing regulations for the Fundamental Law for Education were completed this quarter, the brief regulation addressing Article 64, which refers to education evaluation, only describes a system for accreditation of schools and assigns that function to a politically constituted group. There is no evidence of progress towards full legislation to establish an independent national evaluation institute which would evaluate student academic performance. Therefore the MIDEH Project continues to support technical capacity in the SE and the formation of Honduran professionals who may serve in various national institutions.

Pre-service and in-service teacher training, and training for other education actors, is critical in order to sustain the educational reforms and improvements in the quality of education in Honduras. MIDEH Project training activities contribute to both our Results 1 and 2. To complement teacher training, the MIDEH Project works to develop a cadre of national experts in education evaluation who will be ready to lead and sustain future reform initiatives.

The first two modules of the second graduate certificate program in Student Academic Evaluation at the National Autonomous University (UNAH) were delivered by AIR experts in May and June 2013. With a more clear focus on student evaluation, this second “Diplomado” consists of five modules which will be completed in September 2013. The certificate program

drew 12 faculty members from UPN, five staff each from UNAH and the SE, and two COPRUMH union leaders. The total of 27 participants includes two MIDEH Project staff and a faculty member from the National Police Academy. The UPN participation is an important advance in restoring collaboration with the teachers' university; the presence of the union leaders will help cement the new relationship with these important stakeholders in the education sector.

The MIDEH Project continued its support to the UNAH initiative to create a Master's program in Psychometrics and Education Evaluation, which has been delayed probably until the next school year.

Result 2 Monitoring

Indicators on number of persons trained are reported quarterly and are presented in the participant training summary table and the PMP indicator table in Appendix A. Two additional indicators are designed to measure increased institutional capacity and financial investments in education evaluations on an annual basis.

Program Result 3: Strengthening Civil Society Participation in Supporting Education

The MIDEH Project sub-grants component made steady progress this quarter with a new award made, approval of two more sub-grants, and four more applicants pre-qualified to move to full proposals in the next quarter. The Project staff is active in the field monitoring the progress of the awards previously made. The APS which would have expired on June 11 was extended to August 31 with the concurrence of the USAID AOR. This allows the Project time to focus a new APS on priority areas that will contribute more directly to specific results aligned with Goal 1 of the USAID global education strategy and new strategic directions soon to come from the USAID Honduras Mission.

A subgrant for the Honduran NGO Pro-Integration Educativa Roatán (Partners in Education Roatán, PIER) was finalized and awarded in April for the Bay Islands "Voices for Education" program for community mobilization in support of education improvements, regional coordination, and teacher training in two of the island municipalities covering Roatán and Guanaja. PIER aims to improve student achievement in Mathematics and Spanish and to encourage community involvement in education. The program bridges educators and the community to promote understanding of and support for the national curriculum standards.

Two additional sub-grants were approved by the technical committee this quarter and will be ready for award in late July or early August. An award for just over \$100,000 to Espacio Regional de Occidente (EROC) will support community mobilization for education quality improvements in five priority municipalities in western Honduras. The award to CIPE Consultores for \$75,000 extends MIDEH Project coverage to three municipalities in southern Honduras with the objective of involving diverse civil society actors in promoting the use of standards and DCNB materials to improve student academic performance and teacher training.

MIDEH Project staff is closely monitoring the implementation of previously awarded sub-grants to the Riecken Foundation for community libraries, Transformemos Honduras for social monitoring of the number of school class days, and AMO for work with COMDEs in six municipalities in the hard to reach area of northeastern Olancho.

The sub-grants program is complemented by other MIDEH Project activities to engage civil society through dialogue, public events, educational messages through a national media

campaign coordinated by FEREMA, and inclusion of civil society representatives in the socialization of the 2012 test results. The important linkages with the leadership of COPRUMH should lead to additional opportunities with the teacher unions which are key civil society stakeholders in educational reforms and essential for the sustainability of results.

The MIDEH Project increased the reach of civil society activities in the month of June through events in Tegucigalpa and San Pedro Sula to introduce evaluation concepts and results of the 2012 tests to young student government leaders.

Result 3 Monitoring

Two of the indicators included in Appendix A are used to measure civil society participation in promoting improved quality of education – parental participation in monitoring their children’s education and academic performance, and municipalities making use of education evaluation results for planning improvements to and monitoring of the quality of education. These are annual measurements.

IV. Opportunities, Constraints, and Corrective Actions

A summary of issues encountered by Result and remedial actions are found in Appendix A in the format requested by USAID.

The SE is seeking donor funding or loan funds to carry out the census-based evaluation this year. Similar to 2012, the short timeframe for organizing the logistics of the census testing from printing of test booklets to training of test administrators and supervisors and then the actual application of tests nationwide presents a challenge for the SE. MIDEH Project technicians continue to develop the test formats which will be ready for both the sample-based and census evaluation. The Minister has attached great importance to a second census evaluation before the end of this administration in order to ensure that the practice and culture of evaluation has taken root.

The outlook for the establishment of an independent evaluation institute has not improved recently, even with the presentation of the implementing regulations for the Fundamental Law of Education. The lack of an exclusive and dedicated national counterpart continues to be a constraint to fully realizing MIDEH Project Result 2. The MIDEH Project maintains its strategy of focusing on the current operators for capacity building, that is, the SE/DIGECE and other SE units, and formation of Honduran professionals in psychometrics and education evaluation.

The MIDEH project model for training of trainers (selected from school directors who demonstrate leadership) and replication of the training in target municipalities has proven to be an efficient and cost-effective methodology. Despite the SE requirement that teachers not be trained during regular class days, the Project has gained the confidence of teachers who have been willing to give up weekend time to attend training.

The receptive attitude of the board of COPRUMH to dialogue on education reforms opens the way for the MIDEH Project to train 80 teacher union activists from various departments on standards, DCNB materials, teacher training, education evaluation, and strategies for quality improvements. The Project considers this an exceptional opportunity to influence unions to positive engagement in education reforms.

In the process of reviewing sub-grant technical concept papers and providing feedback to local organizations, it is apparent the most indigenous organizations lack depth of experience,

management capacity, technical expertise and financial resources to prepare high quality applications for sub-grants and then to implement the programs. The MIDEH Project sees the necessity to provide tailored assistance to pre-qualified applicants in the design of the final sub-grant, and additional post-award organizational strengthening along with close monitoring during the life of the sub-grant. The Project has been providing advice and feedback to applicants once pre-qualified but may need an additional staff member to deliver more intense support to local organizations that are preferred as recipients for sub-grants.

V. Coordination with Other Actors

Coordination with other education stakeholders during the quarter is described throughout this report. Coordination with the Ministry of Education continued at a high level with the Minister and his senior advisors as well with unit heads of DIGECE, Curriculum, and Info-Technology. The agreement with the SE for implementation of the 2012 sample-based tests ended on June 28. We are in discussions with Dr. Perez and the head of DIGECE on a draft memorandum of understanding for the 2013 end of grade tests.

MIDEH Project staff coordinates work with district directors, various civil society actors, municipalities, and especially with sub-grant recipients and applicants for sub-grants. The Project team also participates in a group of local organizations coordinated by FEREMA which supports a national media campaign, “La Educación Primero”.

The alliance with the UNAH to promote the formation of Honduran professionals through the certificate program and development of a Master’s program in Psychometrics and Evaluation continues. The participation of 12 faculty members from the UPN in the second certificate program should facilitate greater communication and coordination with UPN.

A new partner for the Project is the COPRUMH teacher union, as described in earlier sections.

In mid-May, MIDEH Project presented information on practical use and application of the 2012 evaluation results to the MERECE donor group. World Bank and BID staff also consulted with the MIDEH Project.

VI. Activities Planned for next Quarter

A. 2013 Evaluation Preparations: MIDEH Project will complete the statistical analysis of the test items validated in June for a final selection of test items and design of the operational test formats. The Project will revise the instructions for test administrators and supervisors, and make a final decision on the sample design. The MIDEH Project will sign a MOU with the SE early in the next quarter to describe the role, responsibilities, and commitments of the Project for the 2013 end of grade testing.

B. Capacity-building: The MIDEH project has committed to applying an institutional diagnostic tool to various units of the SE in order to determine a baseline value for measuring progress in building technical, managerial and financial capacity in the SE to sustain the standards-based educational reforms initiated by the MIDEH Project. The diagnostic tool has been developed and is ready for application, but the Project team has waited several months for the Vice Minister to meet to discuss this tool. Without the full support of Vice Minister Del Cid, the tool cannot be effectively applied. The units to be assessed are under her direct authority – DIGECE, Info-Technology, INICE, Curriculum and UPEG, among others.

Capacity-building in technical areas of psychometrics and evaluation will continue through the UNAH Certificate program now in progress with participation by AIR experts. The final two modules are scheduled for August and September.

C. Training: The peak of MIDEH Project training and socialization of the 2012 test results passed in June and will begin to taper off in July/August before training begins for the 2013 test administration. The Project contracted CIDEH, S. de L.R. to complement teacher training and normal school training in Colon and Intibucá. This contract ends on September 3.

Training of 80 teacher union members from COPRUMH is scheduled for the first weekend in August. We expect them to replicate the training in their districts before the end of the next quarter.

D. Civil Society: MIDEH Project will issue a new APS for sub-grants before the end of the next quarter. Two sub-grants (EROC and CIPE) are ready to be awarded early in the next quarter, and another four are close to completing the full application. Disbursements against milestone are expected to be made for the four current recipients of sub-grants.

Discrete activities with civil society partners will be developed throughout the quarter. As of this writing, the MIDEH Project collaborated with UNITEC in a public forum discussion on the topic of institutionalization of an education evaluation system.

E. Project management and expenditures: Discussions with SE regarding office space for the Project were revived again this quarter and finally resulted in assignment of a small space in the RAP building which will serve to co-locate five Project technical staff with DIGECE in the RAP building. The Project Administrative Specialist resigned June 14 to take a position in the USAID- funded NEXOS Program. Her position was filled by an internal promotion. The Project continues to make use of temporary workers and consultants as needed to cover peak demands related to training activities and other priority actions. Projected expenditures for July through September are estimated at \$300,000 for regular operations and activities, and an additional \$150,000 for disbursements for sub-grants and sub-contracts. The Project anticipates it will request incremental funding early in August 2013.

VII. Financial Summary

At the end of June 2013, the estimated project pipeline stood at \$1.3 million or 27% of obligated funds remaining to be spent. The MIDEH Project has documented \$597,320 in cumulative cost share from partners including municipalities, NGOs, the SE and counterpart funding from the Common Fund for the sample-based 2012 end of grade tests.

Pipeline Summary

Quarter April through June 2013

Pipeline at the beginning of quarter	\$1,917,845
New funds Obligation	\$ 0
Estimated expenses during the reporting period	\$ 602,365
Pipeline at the end of the quarter	\$1,315,480
Estimated expense burn rate for next quarter	\$ 525,000
Estimated quarters of pipeline	2.0*

* The estimate of quarters of pipeline remaining is not a simple linear calculation since expenditures vary over the year with peaks expected in sub-grant disbursements in the third quarter of the calendar year and extraordinary costs of end of grade tests in the last calendar quarter

Appendix A: Quarterly Monitoring Tables

Summary Performance Data Table: Indicator, Baseline, Target, and Actual Values

AO, IR or Sub-IR	Indicator	Unit of Measurement	Disaggregation	Sex		Quarter 2		CY 2013		Performance Ranking
				Male	Female	Target	Actual	Target	Actual	
Result 1: Better Educated People										
IR 1.1: Improved Quality of Educational Delivery Systems	1. Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards or national experts (F Standard Indicator) *	Percentage	Sex	30%	30%	N/A	N/A	28%	30%	95
	2. Proportion of students who, by the end of the primary cycle, are able to perform math operations and demonstrate understanding as defined by a country curriculum, standards or national experts (Project Custom Indicator) *	Percentage	Sex	10%	10%	N/A	N/A	12%	10%	85
	3. Percent of students achieving satisfactory or above ratings on standardized tests in Spanish and Math in Grades 1-6 (USAID/H Results Framework and Project Custom Indicator) *	Percentage	Grade, Sex, Locality (Urban, Rural)	See table on page 21						85
IR 1.2: Improved Efficiency of Educational Delivery Systems	4. National repetition rates for grades 1-6 (USAID/H Results Framework Indicator, Contextual Indicator)	Percentage	Grade, Sex, Locality (Urban, Rural)	N/A	N/A	N/A	N/A	0.90%	N/A	N/A
	5. National dropout rates for grades 1-6 (USAID/H Results Framework Indicator, Contextual Indicator)	Percentage	Grade, Sex, Locality (Urban, Rural)	N/A	N/A	N/A	N/A	0.30%	N/A	N/A

	6. National Average Number of School Days in Session (USAID/H Results Framework Indicator, Contextual Indicator)	Number	Locality	N/A	N/A	N/A	N/A	175	N/A	N/A
	7. Annual GOH expenditures on standardized assessment of student academic performance (Project Custom Indicator)	Amount is US Dollars (\$)	Funds Source	N/A	N/A	N/A	N/A	\$1.1 million	N/A	N/A
	8. Percent Capacity of a National Institution or Institutions to Manage a National Standards-based Education Evaluation System (Project Custom Indicator)	Percentage	N/A	N/A	N/A	N/A	N/A	TBD	N/A	65
	9. Number of administrators and officials successfully trained with USG support (F Standard Indicator)	Number	Sex	N/A	N/A	N/A	N/A	250	164	90
IR 1.3: More Effective Teaching	10. Number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex	234	434	N/A	668 **	1700	668	90
	11. Number of teachers/educators/teaching assistants who successfully complete pre-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex	286	582	N/A	868	1000	868	95
	12. Percentage of teachers of grades 1-6 who use pacing guides, diagnostic and formative assessments (Project Custom Indicator)	Percentage	Sex	N/A	N/A	N/A	N/A	0.62	N/A	N/A

IR 1.4 Increased community involvement	13. Number of municipalities in which community, civil society and local government organizations use evaluation data for monitoring and decision-making (Project Custom Indicator)	Number	Locality	N/A	N/A	N/A	N/A	80	N/A	N/A
	14. Percentage of mothers and fathers surveyed who monitor school and student performance (Project Custom Indicator)	Percentage	Sex	N/A	N/A	N/A	N/A	Male: 68% Female: 74%	N/A	N/A

Notes: * Data reported is from the 2012 test application. The 2013 targets are the following: Spanish, 34% & Math, 18%.

** A further 370 in-service teachers received 8 hours of training during the quarter.

RANKING		
Category	Greater than or equal to (%)	Less than (%)
<i>Below Expectations</i>	0	50
<i>At Risk</i>	50	75
<i>Acceptable</i>	75	100
<i>Beyond Expectations</i>	100	

Summary of Training Events During Quarter 2 (Calendar Year)

Workshop Name	Field of Study (i.e., what did the training cover)	Type of Participant (if available, disaggregate by participant type/gender)				Sex		Total	Dates of training* (include start and end dates)
		Civil Society	Central Government	Teachers	(other, insert)	Male	Female		
Result 1: Better Educated People									
IR1.3: More Effective Teaching									
Taller de Capacitación a docentes de las Asignaturas de Matematicas y español de la Esc. Normal Mixta de Santa Bárbara	Building Capacity in use of evaluation results in Normal School Math and Spanish Teachers			X		16	6	22	15-16 of April
Taller de capacitación a estudiantes de educación magisterial de la escuela Normal Mixta Tela	Training pre-service teachers in the use of education evaluation results and raising awareness towards the importance of education evaluation				Pre-service Teachers	236	119	355	18-19 of April
Taller de capacitación a estudiantes de educación magisterial de la escuela Normal Mixta Ocotepeque	Training pre-service teachers in the use of education evaluation results and raising awareness towards the importance of education evaluation				Pre-service Teachers	107	213	320	25-26 of April
Taller de capacitación a estudiantes de educación magisterial de la escuela Normal Mixta Santa Barbara	Training pre-service teachers in the use of education evaluation results and raising				Pre-service Teachers	141	52	193	2-3 of May

	<i>awareness towards the importance of education evaluation</i>								
<i>Taller de capacitación a directores de liderazgo depto. Olancho, Paraíso y Choluteca</i>	<i>Training of municipal trainers in the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		40	22	62	3-4 of May
<i>Taller de capacitación a directores de liderazgo depto. Lempira</i>	<i>Training of municipal trainers in the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		14	31	45	18-19 of May
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (San Antonio de Flores, Choluteca)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		8	25	33	1st and 29th of June

<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (San Marcos de Colon, Choluteca)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		10	37	47	25th of May and 1st of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Yusguare, Choluteca)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		8	32	40	25th of May and 8th of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (El Paraíso, El Paraíso)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		13	91	104	1st and 8th of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (San Lucas, El Paraíso)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		5	23	28	25th of May and 8th of June

<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Trojes, El Paraíso)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		43	67	110	25th of May and 8th of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Yuscaran, El Paraíso)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		9	42	51	25th of May and 8th of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (San Matías, El Paraíso)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		7	24	31	8th and 22 of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (La Campa, Lempira)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		11	17	28	8th and 22 of June

<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Catacamas, Olancho)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		25	67	92	25th of May and 8th of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Juticalpa Group 1, Olancho)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		22	80	102	8th and 15th of June
<i>Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Mangulile, Olancho)</i>	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		6	31	37	15th and 22nd of June
Subtotal						721	979	1700	
Result 2: Increased Community Involvement *									
<i>Encuentro departamental de Gobiernos estudiantiles TEG</i>	<i>Raising awareness of student leaders towards the importance of education evaluation and good practice for improving school performance</i>			X	Representatives of student governments	92	58	150	12th of June

<i>Encuentro departamental de Gobiernos estudiantiles SPS</i>	<i>Raising awareness of student leaders towards the importance of education evaluation and good practice for improving school performance</i>			X	Representatives of student governments	61	29	90	13th of June
<i>Jornada de Trabajo para mejorar indicadores de desempeño académico la paz.</i>	<i>Civil society engaged in strategic planning to improve education performance</i>	X				22	35	57	18th of May
<i>Socialización de Resultados del Informe de Rendimiento con Alcaldes, Direc con GSC</i>	<i>Socializing education results with civil society partners and key stakeholders</i>	X				29	44	73	29th of May
Subtotal						204	166	370	
Total 16 Hours						721	979	1700	
Total 8 Hours						204	166	370	

* Civil Society workshops are generally 4 hour or 8 hour sessions.

2012 Sample Based End of Grade Tests Disaggregated by Grade, Subject, Sex and Locality							
Year	Grade	Subject	National Ave.	Female	Male	Rural	Urban
2012	1	Spanish	67%	68%	68%	65%	72%
		Math	73%	73%	74%	69%	79%
	2	Spanish	59%	61%	57%	53%	67%
		Math	56%	58%	57%	54%	61%
	3	Spanish	41%	45%	38%	32%	54%
		Math	37%	38%	36%	32%	46%
	4	Spanish	47%	49%	45%	39%	58%
		Math	39%	40%	37%	33%	48%
	5	Spanish	54%	67%	63%	56%	76%
		Math	20%	21%	20%	16%	25%
	6	Spanish	30%	30%	30%	24%	39%
		Math	10%	10%	10%	8%	13%

Issues in Project Implementation:

Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened		
Issue	Description	Proposed Remedial Action
SE financial capacity	SE lacks resources to fund the census tests, so progress in preparations for the 2013 census evaluation could be slowed, forcing an intensive effort in the month or two at the end of the school year.	Continue technical work on test construction and review of administrators and supervisors manuals anticipating that the GOH will obtain funding for the census tests in 2013
Result 2: Institutionalizing Educational Quality Inputs		
Issue	Description	Proposed Remedial Action
No national counterpart institution	An independent evaluation institute is still far off the horizon, making institutional capacity building difficult	Best alternative is to focus institutional capacity building in the SE and in the formation of a cadre of Honduran evaluation professionals regardless of their institutional affiliation.
Result 3: Strengthening Civil Society Participation in Supporting Education		
Issue	Description	Proposed Remedial Action
Local Organization Capacity	Local organizations lack depth of experience, management capacity, technical expertise and financial resources to prepare high quality applications for sub-grants and their implementation	Provide tailored assistance to pre-qualified applicants in the design of the final sub-grant , and additional post-award organizational strengthening



CASE STUDY

Honduras: Bringing Quality to Education

USAID empowers teachers in Honduras to provide higher quality education to students.



Photo: MIDEH Project

"Monthly formative evaluations help me identify what standards students have difficulties with; I can then plan extra tutoring and prevent children from falling behind."

--- Marta Lidia Lopez, 4th grade teacher.

Challenge

Education is essential for countries striving for sustainable development. This is especially true for nations with high levels of income inequality like Honduras. Citizens who can read, write, perform calculations, and analyze have better economic opportunities, higher agricultural productivity, healthier children, and capacity to ensure their rights. Enrollment levels for education over the past decade have risen dramatically in Honduras, especially with regard to increasing access to education for females and children living in rural areas. However, recent national and international standardized tests in math and reading reveal that increased enrollment does not guarantee mastery of even the most basic skills. In many communities improving quality of education is rarely seen as a priority. Longstanding rifts between teachers' unions and education authorities, a lack of textbooks and poor school infrastructure often overshadow initiatives for improving education quality.

Initiative

USAID has implemented several initiatives to increase education quality in Honduras; a key strategy was the creation of teacher monthly pacing guides along with assessment tools that measure student performance on a monthly and annual basis. Teachers widely use pacing guides as the primary tool for developing lesson plans and support for the correct application of the national curriculum. The pacing guides promote equity within the education system by allowing teachers to offer the same content to students across schools nationally. In addition, USAID has introduced monthly formative tests that track student's progress over the course of the year, allowing for timely adjustments to be made. These adjustments help ensure students achieve targeted standards-based learning objectives within an established period of time.

In 2012 USAID trained over 5,000 teachers, pre-service teachers, and public officials in the use of teacher pacing guides and formative assessment. A further 10,000 individuals are set to be trained over the next two years.

Results

The effort is having an impact at a national and local level. Standardized tests in 2010 and 2012 show reading and math scores in 6th grade have increased from 60% to 69% percent correct answers and 37% to 53% correct answers, respectively. Members of the education community recognize the importance of monthly formative tests and teacher pacing guides. Marta Lidia Lopez, a 4th grade teacher who works at the *Independencia* School in the rural municipality of San Agustin, Copan says "the monthly formative evaluations help me identify what standards students have difficulties with; I can then plan extra tutoring and prevent children from falling behind."



FIRST PERSON

Teaching Tools Improve Education Quality

USAID develops tools that help rural teachers deliver higher quality education.



Photo: MIDEH Project

“I use monthly formative tests to prevent students from falling behind and to plan extra tutoring. They also help identify high performing pupils who act as student-tutors who help classmates in need of support.”

—Maria Lara, 6th grade teacher.

Change is slow to come by in the small municipality of San Antonio, located about 45 miles away from the ancient Mayan city of Copan. Communities here have a strong sense of tradition, using farming techniques and preparing food in near identical fashion as their pre-Columbian ancestors. Occasionally this unfamiliarity with change can hinder progressive innovations. The population’s main activities of subsistence agriculture and coffee trade have routinely dominated the attention and resources of local residents and decision-makers. Education, while viewed as important, has taken a back seat to these activities. Furthermore, when education issues are placed on the community’s agenda they are often focused on improving infrastructure or access to school meals, rather than promoting initiatives for increasing quality of education.

Maria Lara is a 6th grade teacher and school principal at the Francisco Morazán School based in the community of Quebrada Honda. As principal she is determined to ensure children in her school can read, write and perform calculations to a high standard. In 2012 she was trained in the use of teacher pacing guides and monthly formative tests that were developed by USAID. According to Maria these tools have played an important role in improving education quality in her school: “The pacing guides outline what students have to learn throughout the year, they make teaching the curriculum much simpler and, as the school principal, they allow me to monitor teacher’s lessons much more efficiently.”

Monthly formative tests have also contributed towards improved classroom instruction by offering a simple way to determine whether students are mastering defined education standards, and to use such information to make changes, if necessary, in the way they teach and support students. Maria believes monthly formative tests have significant value for teachers: “In my school we use monthly formative tests to prevent students from falling behind and to plan extra tutoring. They also help identify high performing pupils who act as student-tutors who help classmates in need of support.” Maria Lara’s dedication has paid off as her school scored 10 percentage points above the national average on recent standardized tests in reading and math. Maria urges her colleagues to embrace innovations that lead to increased quality of education, “some teachers, especially those from my generation, are often inclined to stick with the tried and tested. We need to welcome new tools, like the monthly formative tests, that support our children’s learning.”

Maria is just one of over 5,000 teachers who were trained by USAID during 2012 in the use of pacing guides and monthly formative tests; this training impacts more than 120,000 public school students.